

## MILLBROOK ELEMENTARY

255 East Pine Log Road  
Aiken, SC 29803

**GRADES** K-5 Elementary School

**ENROLLMENT** 694 Students

**PRINCIPAL** Karen M. Blanset, PhD. 803-641-2580

**SUPERINTENDENT** Dr. Linda B. Eldridge 803-641-2428

**BOARD CHAIR** Dr. John B. Bradley 803-641-2431

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
15	53	4	0	0

#### IMPROVEMENT RATING:

**GOOD**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Good	N/A
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	No
<b>2004</b>	Excellent	Good	Yes

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

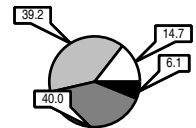
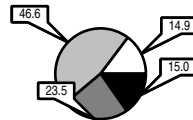
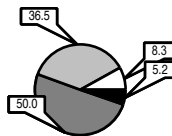
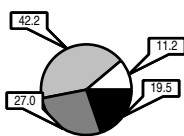
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**

**Our School**

**Elementary Schools with Students like Ours**







**Mathematics**

**English/Language Arts**

**Mathematics**

**English/Language Arts**

**Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	379	98.9	7.8	36.7	50.3	5.2	67.9	Yes	Yes
<b>Gender</b>									
Male	180	98.3	9.1	36.4	52.1	2.4	68.5		
Female	199	99.5	6.6	37.0	48.6	7.7	67.4		
<b>Racial/Ethnic Group</b>									
White	236	99.2	5.0	28.8	59.9	6.3	76.1	Yes	Yes
African-American	118	99.2	12.6	54.4	31.1	1.9	51.5	Yes	Yes
Asian/Pacific Islanders	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	92.3	0.0	55.6	33.3	11.1	0.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	331	99.4	6.3	34.2	53.9	5.6	71.4		
Disabled	48	95.8	19.0	54.8	23.8	2.4	42.9	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	379	98.9	7.8	36.7	50.3	5.2	67.9		
<b>English Proficiency</b>									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	372	99.2	7.0	36.8	50.9	5.3	68.7		
<b>Socio-Economic Status</b>									
Subsidized meals	160	98.8	12.4	51.1	34.3	2.2	55.5	Yes	Yes
Full-pay meals	219	99.1	4.8	27.3	60.8	7.2	76.1		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	379	99.7	10.9	42.5	27.0	19.5	63.5	Yes	Yes
<b>Gender</b>									
Male	180	99.4	9.6	41.3	26.9	22.2	68.3		
Female	199	100.0	12.2	43.6	27.1	17.1	59.1		
<b>Racial/Ethnic Group</b>									
White	236	99.6	4.9	35.9	35.9	23.3	74.9	Yes	Yes
African-American	118	100.0	24.3	57.3	9.7	8.7	39.8	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	0.0	60.0	20.0	20.0	50.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	331	100.0	9.5	41.0	28.9	20.7	66.6		
Disabled	48	97.9	20.9	53.5	14.0	11.6	41.9	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	379	99.7	10.9	42.5	27.0	19.5	63.5		
<b>English Proficiency</b>									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	372	99.7	10.8	42.3	27.1	19.8	64.1		
<b>Socio-Economic Status</b>									
Subsidized meals	160	100.0	14.5	58.7	18.1	8.7	46.4	Yes	Yes
Full-pay meals	219	99.5	8.6	31.9	32.9	26.7	74.8		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	109	97.2	6.2	36.1	50.5	7.2	57.7
	<b>Grade 4</b>	131	99.2	12.1	37.9	46.6	3.4	50.0
	<b>Grade 5</b>	151	98.0	12.5	45.6	39.7	2.2	41.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	118	99.2	4.4	30.1	54.0	11.5	65.5
	<b>Grade 4</b>	124	98.4	11.3	34.8	51.3	2.6	53.9
	<b>Grade 5</b>	137	99.3	10.5	44.4	42.9	2.3	45.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	109	100.0	4.0	41.0	28.0	27.0	55.0
	<b>Grade 4</b>	131	99.2	5.1	37.6	26.5	30.8	57.3
	<b>Grade 5</b>	151	100.0	21.7	48.6	21.7	8.0	29.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	118	100.0	9.6	40.4	36.0	14.0	50.0
	<b>Grade 4</b>	124	99.2	9.5	39.7	24.1	26.7	50.9
	<b>Grade 5</b>	137	100.0	17.2	44.8	20.9	17.2	38.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 694)				
First graders who attended full-day kindergarten	88.7%	N/C	100.0%	100.0%
Retention rate	3.2%	Down from 5.9%	2.5%	2.7%
Attendance rate	96.2%	Up from 95.7%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.7%		3.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.8%		2.8%	3.5%
Eligible for gifted and talented	24.5%	Down from 31.3%	20.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.2%	Down from 4.3%	8.0%	8.2%
Older than usual for grade	2.4%	Down from 3.4%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	56.1%	Up from 37.8%	54.8%	51.4%
Continuing contract teachers	92.7%	Up from 86.7%	90.4%	87.5%
Highly qualified teachers**	97.3%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	82.9%	Up from 82.2%	88.8%	86.7%
Teacher attendance rate	95.3%	N/R	95.1%	94.9%
Average teacher salary	\$41,288	Up 2.4%	\$41,988	\$40,760
Prof. development days/teacher	6.7 days	Down from 7.8 days	11.4 days	12.4 days

School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	N/R	20.1 to 1	18.9 to 1
Prime instructional time	90.7%	N/R	90.6%	90.0%
Dollars spent per pupil*	\$4,738	Down 1.0%	\$5,740	\$6,044
Percent of expenditures for teacher salaries*	69.2%	Up from 68.4%	66.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.2%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.4%	92.0%
Highly qualified teachers in high poverty schools**	92.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

## Lighting the Path to Excellence — 2003-2004

For the third consecutive year, Millbrook Elementary received the Palmetto Gold Incentive Award and received over \$6,000.00 in incentive money as well for exemplary test scores. Because our population of students is changing very rapidly with more at-risk students enrolled than ever, it was quite an accomplishment to maintain our standing in this area. Our teachers, students, school staff, parents, and community members who volunteer are to be commended for the outstanding effort made to provide a challenging, well rounded education for all students!

A sustained focus was placed on meeting the needs of students who scored below basic on PACT testing as well as on providing challenging, enrichment activities to ensure that all students are performing to their potential in all subject areas. Teachers planned together in teams to align instruction with the South Carolina State Standards. Third graders who scored below basic on math PACT were provided a special class to develop and extend skills. A Math-Science Teacher Specialist served all 3rd, 4th, and 5th grade students weekly. Our Gifted and Talented program provided subject-based instruction to students qualifying during regular instructional time, thus assisting all students by lowering the classroom pupil-teacher ratio during reading or math and science lessons. On-going, school-developed assessments were used as feedback for teachers to ensure that all students were given ample opportunity to master material covered. Teachers and volunteers worked diligently with low achievers, and an after-school program was geared at creating interest in learning for struggling students. Over thirty faculty members and South Aiken High School Teacher Cadets were trained in the Great Leaps reading tutorial program and tutored students one on one in grades 1 through 5. All teachers wrote grants as a means to secure additional funds for instructional materials and programs, with the largest grant providing the funds to place wireless, sound-enhancing systems in 1st grade classrooms.

Before- and after-school enrichment clubs were offered throughout the year by our special area teachers. A wide variety of activities took place to focus on social, physical, and intellectual growth: students were offered many incentives for demonstrating appropriate character traits, for achievement, and for effort. Many service learning projects were completed school-wide to instill the value of giving back to our community and school-wide celebrations focused on character development and academics.

Emphasis was placed, as well, on meeting the needs of our parents. We varied the times and types of parenting and family-based activities offered and saw a dramatic increase of attendance in morning and afternoon programs. We will continue to seek new ways to offer educational programs to parents to ensure that they have the necessary skills to work with their children at home.

Karen Blanset, Principal

## EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	126	61
Percent satisfied with learning environment	97.1%	79.8%	83.3%
Percent satisfied with social and physical environment	91.4%	82.4%	83.3%
Percent satisfied with home-school relations	85.7%	81.6%	65.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.